

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Deuel School District
Accountability Review - Monitoring Report 2012-2013**

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Dates of On Site Visit: January 8, 2013

Date of Report: February 4, 2013

All non-compliance must be corrected within 1 year of this report date.

Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Division of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
- (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and

(3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)

State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Division of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

(1) A statement of the student's present levels of academic achievement and functional performance, including:

(a) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students)

(b) For preschool student, as appropriate, how the disability affects the student's participation in appropriate activities;

3) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:

(a) To advance appropriately toward attaining the annual goals;

(b) To be involved and make progress in the general education curriculum in accordance with this section and to participate in extracurricular and other nonacademic activities; and

- (c) To be educated and participate with other students with disabilities and nondisabled students in the activities described in this section;
- (4) An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section;
- (5) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments consistent with § 24:05:14:14. If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, a statement of why:
- (a) The student cannot participate in the regular assessment; and

§300.320 (a)(7) Comment Initiation, Frequency, Location and Duration of Services

What is required is that the IEP include information about the amount of services that will be provided to the child, so that the level of the agency's commitment of resources will be clear to parents and other IEP Team members. The amount of time to be committed to each the various services to be provided must be appropriate to the specific service and clearly state in the IEP in a manner that can be understood by all involved into the development and implementation the IEP.

Corrective Action:

| Student: | Prong 1 - Required Action and Date to be Submitted: | Prong 2 - Required Action and Date to be Submitted: |
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| <p>Student File # 3: This student was reported on child count under the category of Cognitive Disability (510). At the student's October 2012 Individual Education Program (IEP) meeting, the team did not write a goal for the adaptive behavior (daily living) needs stated in the student's present levels of academic achievement and functional performance (PLAAFP), nor was justification given for not addressing these skills.</p> | <ol style="list-style-type: none"> 1) The district must amend student file #3's IEP to determine the need for adaptive behavior and, if need be, write a goal and address the description of services. 2) A copy of the amended IEP and prior notice document must be submitted to SEP by March 15, 2013. | <ol style="list-style-type: none"> 1) The case manager for student file #3 will submit to SEP by May 1, 2013 <u>one student's IEP</u> (completed since the on-site review date). |
| <p>Date Prong 1 Data Submitted: Status:</p> | | |
| <p>Date Prong 2 Data Submitted: Status:</p> | | |

| Student: | Prong 1 - Required Action and Date to be Submitted: | Prong 2 - Required Action and Date to be Submitted: |
|--|--|---|
| <p>Student File # 5: This student was reported on child count under the category of Speech/Language (550). The student's PLAAFP did not address how the student's disability affects the student's involvement and progress in the general education curriculum, and parent input. In addition, the student and IEP information sections on the front page of the student's IEP each had an item left blank and a procedure code(s) was not documented to inform parents how the goals would be measured. Also, the student's continuum of alternative placements was left blank and the justification statement did not describe the student's instructional needs and why the placement option was essential to the student's unique learning needs.</p> | <ol style="list-style-type: none"> 1) The district must amend student file #5's IEP to address items omitted or not adequately completed, which includes: PLAAFP - student's disability affects the student's involvement and progress in the general education curriculum and parent input, student and IEP information on the front page of the IEP, procedure code(s) for the student's goal(s), student's continuum of alternative placements and justification statement. 2) A copy of the amended IEP document must be submitted to SEP by March 15, 2013. | <ol style="list-style-type: none"> 1) The case manager for student file #5 will submit to SEP by May 1, 2013 <u>one student's IEP</u> (completed since the on-site review date). |
| <p>Date Prong 1 Data Submitted: Status:</p> | | |
| <p>Date Prong 2 Data Submitted: Status:</p> | | |

State Performance Plan – Performance Indicators

Indicator 2: Dropout Rate: Percent of youth with IEPs dropping out of high school.

State Target: 2.11% or lower

District 3.57%:

District Response: Deuel School District did not meet the Indicator 2, state target was 2.11% or lower and the district's rate for drop out was 3.57%. Due to the minimal numbers in the district, a single drop out results in the district falling below target. Every possible effect was done by the district to encourage continued education.

Indicator 8: Parent involvement: percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (L = Response rate less than 15% of December 1, 2008 child count)

State Target: 65.2% or higher

District Rate: 95%

District Response: Deuel School District has met the state target for Indicator 8 of 65.2% or higher for parent involvement. The above target rate was the result of the district taking time at the end of each individual education program meeting to go over the survey with parents and allowed time for them to complete it.